



Ethos, Values and Core Beliefs

Loreto College promotes educational opportunities, equality and knowledge to young people of different faiths whose beliefs are consonant with our key values of Freedom, Justice, Sincerity, Truth and Joy as a means whereby individual young people may shape a better future. We do this by providing accessible, high quality educational opportunities for young people.

Loreto is committed to supporting all SEND learners to achieve the best outcomes on their programmes of learning and endeavour to meet the needs of all students through individualised support in discussion with students and parents.

Planning for your needs: We will support your transition into College

Pre-induction; through increased networking with partner schools and outside agencies early identification and subsequent support for students with special educational needs is offered quickly and effectively. A dedicated team works directly with schools to provide information and guidance to year 11 pupils within the school setting, aimed at improving the knowledge and skills of students in preparation for transition.

We are regularly invited to year 10 and 11 assessment reviews for pupils with SEND. Visits are made to schools once a student has formally accepted a place, to elicit pre-induction information before enrolment, to check that we have everything in place for a successful transition. We work in partnership with local schools to offer Year 10 'taster days' during the summer term; two Open mornings are held across October and November and provide a further opportunity to look around the college. To alleviate any concerns, the Academic Support Team invite all year 11 pupils, who disclose a SEND on their application form, to a transition event in the summer term. Additional individual transition visits are accommodated wherever possible. The Pathways department also offers a 6-week link programme for students who have applied.

Planning for your needs: How does our college know/identify that students have special educational needs (SEND)?

Application: We welcome applications from students who may have a physical or learning disability, a medical condition or mental health issue and recognise the rights of all learners to be treated fairly, regardless of disability. Every effort is made to





meet individual needs and we employ our best endeavours to ensure that all students have equal access to the opportunities and experiences offered. Our Equality and Diversity Policy can be viewed on the website. Special educational provision will apply to any student disclosing a SEND, regardless of whether or not the student has an Education, Health & Care plan (EHCP).

Disclosure: The application form provides the first opportunity for students to disclose any additional needs. We subsequently interview all applicants individually and invite further discussion regarding current and anticipated support. We want their college experience to be both rewarding and successful and actively encourage students to be completely open about their individual needs. The more information we have at point of application, the better we can plan ahead and prepare an appropriate support plan.

Further opportunities for disclosure exist:

- at the application interview
- at enrolment
- when completing the learning agreement in tutorial
- during individual interviews with tutors
- during monitoring reviews with staff
- via exams officers
- via the First aid room
- when arranging field trips
- at any point during the course
- Students may be referred for support by staff within College using the intranet, myloreto.

Planning for support: How do we involve students

Initial interview



If a student is identified as requiring additional support, information is collated from a range of sources: student, parent, previous educational provider and current teachers. Independent learning is encouraged; discussions regarding health and safety and increased responsibility for personal medication form an integral part of this initial interview. If students fall behind with work we can provide additional resources for independent study, or suggest strategies to enhance progress. The initial discussion centres upon how we can best meet the needs of an individual, whilst ensuring that this is what the student actually wants. Details of the initial discussion are recorded; information is subsequently disseminated to other members of the college community via myloreto homepage. Support could include assistive technology or other specialist equipment, in-class assistance, a learning mentor, personal or mobility care.

Student Voice

The annual on-line evaluation enables students with disabilities to make a positive contribution to improvement plans by identifying barriers and prioritising disability equality initiatives. Loreto College invites students to work with the College Equality and Diversity Officer and participate in making positive change for the College. All students have the opportunity to become a Student Voice representative and work with the Student Council.

Type of support we offer

- All students have a Head of Hall and a Personal Tutor who maintain an overview of academic progress, emotional health and well-being.
- Additional support and Access Arrangements for examinations are implemented by the Academic Support Team, in close collaboration with the Examinations Manager.
- If students experience difficulty with work, teachers are readily available in subject specific resource areas and many departments employ peer mentoring schemes.
- The Study Centre provides a quiet area for independent learning, access to individual and small group support and workshops.
- A Learning Mentor is available to assist with motivation, time management, personal organisation and generic study skills.

- The Student Bursary Fund aims to support young people who face the greatest financial barriers to continuing in education.
- Our Careers Advisers, are on hand to give individual help where necessary.
- The college employs three experienced Counsellors, available throughout the week to listen to concerns and help find a solution to any problems.
Via the Faculty of Academic Support we can also arrange:
- Access to a weekly study skills session via the success programme
- In class support where appropriate
- Assistive technology
- Dyslexia support
- Literacy interventions
- ESOL
- Speech and language (communications) group
- Educational psychologist

Teaching and Learning: In the classroom

Our teachers have the key responsibility for ensuring that an inclusive learning environment is created, with fair and equal access to learning opportunities, support and resources (including the adjustment or differentiation of resources). As part of this, teachers maintain awareness of individuals within the classroom who have a support plan and understand how best to support that individual. Where an Educational Support Assistant (ESA) is assigned, the teacher has a responsibility to effectively communicate and liaise with the support assistant and evaluate progress towards the student's learning outcomes and targets.

In class, support in Mainstream can be delivered on a 1:1 or shared basis. Support staff help students to access their curriculum in the following ways:

- By providing physical support such as acting as a scribe or practical assistant.
- Supporting students to ensure that they remain focused and on track.



Individual outcomes and targets for students with support needs are shared with teaching staff to ensure that they are aware of this information and equipped with strategies to support the students.

Teaching and Learning: Outside the classroom

In addition to support in class and weekly support sessions, high needs students are encouraged, where appropriate, to take part in a Personal Development Programme, which is intended to provide a more holistic, collaborative approach to support. Through this, students have access to weekly appointments with a mentor who will provide support and advice on how to overcome personal and academic barriers, and share relevant information with teachers and parents. Academic support may range from additional help with organisation and time management, through to the provision of specialist equipment and adaptive technologies such as reading pens and laptops. Students have access to three study centres and a library, which include adaptable desks.

What arrangements are made for reasonable adjustments in the curriculum and support to the young person during exams?



Where students are recognised as requiring exam access arrangements following the guidance of the SENDCo, a specialist teacher uses psychometric tests to ensure the most appropriate exam concessions are arranged. All teaching staff are informed of any students learning difficulties and adjustments are made in class, for example resource modification, reader, scribe and additional time.

Students with Education and Health Care Plans

Loreto College uses the 'assess plan do review' cycle to:

Ensure that the learner remains at the centre of decisions that are made, support given and progression targets that are set.

Ensure that outcomes are aspirational, ambitious and support independence and a fulfilled adult life.

Set ambitious targets for learners that are SMART and consistently reviewed.

Ensure that learners know how they can improve and that we recognise and celebrate the achievements and success of everyone.

Actively promote greater independence and develop wider skills for employment and adulthood.

Offer a programme of study to ensure that a learner is stretched, challenged and supported on their journey to success.

Break / lunchtime support

Personal intimate care

Language Support (ESOL)

Assistive technology



We will liaise with the local authority and contribute to an annual person-centred review of progress on outcomes (a formal EHCP Review), what's working and what's not working with the learner, their parents, academic staff and any assigned external agencies.

We will use EHC outcomes to develop an individual learning support plan with the learner to support progress.

Many of these students are taught in smaller class sizes (below college standard class size) and have several educational support assistants within the group. Specialist support or therapies can also be provided based on EHCP content.

The Pathways Department and preparation for adulthood

The department offers a blended course of accredited and non-accredited lessons, which offers personalised learning based on individual needs.

Travel Training

Travel training is designed to help young people with special needs to get more from life by giving them the skills and confidence to travel independently using different forms of public transport. The programme is student centred and delivered at the student's own pace. Parents /Carers input is vital to the programme and the development of their son/daughter independence and are informed every step of the way.

Daily Living Skills





Daily Living Skills is about developing the ability to participate more fully within the home by increasing participation in cooking, cleaning, shopping and managing the home and towards becoming fully independent.

Community and Participation

Community and Participation sessions aim to develop the students' abilities to participate more fully in life out in the wider community. Students are presented with a wide range of opportunities to participate in a variety of social and leisure pursuits and taught the skills to enjoy these activities in a mature and safe manner.

Work placements

Employability qualifications at the appropriate level to run alongside work placements and supported internships All students have the opportunity to do internal and external work placements on the course.

Supported Internships

A supported internship is one type of study programme specifically aimed at young people aged 16-24 who have an EHCP. The department works with Pure Innovations supported employment organisation, to provide 3RD year students with the opportunity to work with employers. It is hopeful that students will go onto paid employment when they finish.

Numeracy, Literacy and ICT

Numeracy, Literacy and ICT are embedded in all areas of the programme of study and where appropriate students will be entered for the Functional Skills qualification

Sport and Leisure



All students are timetabled for sport. The health, fitness, and wellbeing of students is constantly promoted and they are encouraged to become motivated and be responsible for keeping themselves healthy.

Enrichment activities offered

Every effort is made to ensure that all activities are inclusive. All in-college activities take place in accessible rooms and are open to all students. The college atmosphere promotes inclusivity and understanding across the student body. We have wheelchair accessible minibuses and we hire wheelchair accessible coaches for trips involving mobility students. Students will receive support from staff if they need help to access the clubs. We offer a range of lunchtime activities including Lego club, film club, art club, debate club, pop choir, history society, law society, manga club, science club, maths drop ins and coding club. All these activities are free and students from across the college are encouraged to join in. As well as various shared-interest societies, we also run social clubs for students with ASC or other social support needs to come along to. Students have daily tutorial sessions, attend general R.E and have access to the Chaplaincy during social times. Students are also encouraged to create their own groups with the support of staff where appropriate.

Monitoring Progress

Record Keeping; Assess, Plan & Do

All students accessing additional support are monitored for progress by the Academic Support Team. Accurate records detail any additional or different provision utilised to meet the student's SEND and note progress towards specified outcomes. The Student Record on myloreto includes information regarding disclosure, intervention and specialist support. This information is revisited at interim points throughout the course to evaluate and adjust support as appropriate. Regular liaison with Heads of Hall, tutors and subject specialists ensures continuity and consistency. This information is shared on the myloreto student homepage.

Review



The effectiveness of support and its impact on the student's progress is reviewed regularly. Formal monitoring occurs each term, with an opportunity for all students to discuss their progress with both subject teacher and personal tutor. This culminates in a written report and subsequent Parents' Evening. Loreto works with the local authority to carry out a formal annual review for students with EHC plans. This multi-agency review will focus specifically on the next steps for students and the support they need to prepare for adulthood.

What help and support is available for the family and students?

The SENDCo will work with parents to offer support where appropriate. The Head of Pathways department works closely with parents to offer advice in areas of special educational needs. All Loreto students sign a learner agreement. Where a student has an EHC plan Loreto will put in place arrangements to meet needs and support best outcomes following the guidance of the plan. In addition to annual reviews, parents evening, parental surveys and during enrolment onto courses as well as interview evening during the application process. Parents can contact the main office and speak to the SENDCo or Head of Pathways Department, who will then liaise with the relevant staff. Parents wanting to discuss a student's individual support requirements should contact the college office so that an appointment with the relevant personnel can be arranged.

How do you keep parents updated with their child/young person's progress?

Parents have access to the parental portal which displays their son/daughter's reviews and teacher comments. There are also two parents' evenings /afternoons for both upper and lower sixth students for parents to attend and discuss their young person's progress. Other issues regarding a young person's progress can be communicated via the Head of Pathways Department or SENDCo. The college offers two Open Days in October. Students requiring additional support should ensure they meet with the Academic Support Team to discuss Loreto's offer. Referrals can be made to a range of services – Educational Psychologist, Physiotherapy and Counselling and externally through a number of specialist organisations such as Sensory Services Team and Emerge can be arranged through college where appropriate.



Careers advice

Students are updated about events and opportunities via posts on Loreto Daily, notices on the college screens and social media and a regular careers email. We try to give students access to a wide range of opportunities to cover all interests. We offer a range of support in college for students to enable them to make good career decisions and be prepared for Higher Education, apprenticeships and /or working life. This includes support with UCAS and Apprenticeship applications and personal statements, interview preparation, CV writing, Employability skills, presentation skills, exploring the labour market, appropriate use of social media and identifying live vacancies and opportunities. This is delivered through the tutorial system, assemblies; specific software packages in house workshops one to one meetings and presentations. The college has links with a number of employers and promotes these to students. Employers come into the college to our Careers fair and throughout the year to inspire and encourage students to have high aspirations.

Staff specialisms/expertise around SEN or disability

All members of the SEND team have regular access to CPD and training opportunities developing skills in areas such as working with young people with Autism, ADHD and mental health difficulties. The college has two accredited specialist teachers who are able to carry out assessments in order to provide evidence necessary for exam access arrangements. Loreto has a qualified SENDCo to oversee support across the College and ensure best endeavours to meet the needs of students in lessons and during social time. All staff have ongoing training over the course of the year and have dedicated INSET time over the summer period to ensure that their training needs are met.

Safeguarding

What handover arrangements will be made at the start and end of the day?

There is a drop off area at Reception where students can be met by staff and taken to their lessons. At the end of the day a member of staff can escort students to their taxi, parent, or carer.

What support is offered during breaks and lunchtimes?

ESA/mobility/FAR staff provide support for high needs students during meal times, personal care, medication administration and social groups, where appropriate. ESA's are timetabled to discretely support during breaks and lunchtimes in the canteen area.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and trips)

Risk assessment of all external activities, ESA support if necessary outside of lessons. All students are given Health and Safety Induction as part of college procedure. All staff have been trained to Level 2 in safeguarding. They are aware of the issues relating to the safeguarding of students and the procedures to follow. All Teaching staff have been trained to Level 2, staff work closely with tutors and Heads of Hall supporting students with safeguarding concerns.

What are the provider arrangements for undertaking risk assessments?

Staff undertake risk assessments that are then checked and verified by the colleges H&S officer and senior management. All work placements negotiated with the college are inspected to meet current health and safety standards and Safeguarding policies have been followed. Independent Travel Training is carried out by experienced and qualified travel trainers. Rigorous risk assessments are put in place and parents/carers are updated on progress of their young person. All students have Health and Safety Inductions before starting their work placements.

Where can parents find details of policies on bullying?

The Anti Bullying Policy can be found on the college website or parents can request a hard copy from the Office. Bullying will not be tolerated at Loreto College. Any reported incidence of bullying will be treated seriously and thoroughly investigated. The

Tutorial Programme and the R.E. Programme fosters an atmosphere in which bullying is unacceptable in the college and provide a forum for discussion of bullying.

Health (including Emotional Health and Wellbeing)

The college has in place procedures to deal with emergency medical needs. Our internal systems identifies all students with long/short term medical needs and how we can support them. The college works closely with outside agencies to support young people emotionally to ensure their wellbeing. The college liaises closely with the Learning Disability Nurses, CAMHS and social services to support the emotional well-being and mental health of students. The college and department has a highly experienced team who supports students in a variety of ways in order to enable them to overcome obstacles to their learning. Regular meetings are held with the Designated Safeguarding Lead to discuss any issues regarding students well-being.

How does Loreto college manage the administration of medications?

Learners who are required to take medication during the college day are assigned a key contact within the Academic Support Team. Any member of staff working with a learner who requires medication, undertakes externally delivered medication awareness and handling training. The college uses a Medication Administration Record Sheet to manage the administration of medication. Secure medical grade storage (including fridge) is available. A qualified First Aider is on duty on campus at all times.

How does Loreto college help with personal care?

The college has purpose built personal care facilities, which include appropriate handrails, hoist and changing beds. Support staff within the college are trained in moving and handling and the college have regard to the personal dignity of the student at all times.

Accessibility



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Loreto
sixth form college

Principal: Peter McGhee

All rooms are fully accessible for students with mobility impairment, through the provision of lifts. There are no restrictions on choice of curriculum; individual needs can be accommodated via sensitive timetabling. Copies of the site plan, which indicate the location of accessible toilet facilities and advised routes for wheelchair users, are available from reception; ramps have now been installed at all entrance and exit points. A personal Fire Evacuation Plan is provided for all students who require this facility, which is agreed with the student in advance and made available to subject staff.

